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ABSTRACT

This paper reports on a study conducted to determine if PowerPoint presentation is the most effective medium to explain two reference books: "The Storyteller's Sourcebook" and "A Guide to Folktales in the English Language." A secondary purpose was to see if the students who saw the PowerPoint presentation received higher grades/scores for an assignment than those who only received oral instructions. Participants in this study were the 122 undergraduate students in four sections of a Children's Literature course at Bowling Green State University. All sections received oral instructions, and two sections received additional instruction through a PowerPoint presentation. After the assignment was graded, students completed a survey on demographic information and attitudes toward the session. Demographic and attitude data was analyzed by simple frequency counts and cumulative frequency percentages, and a one-tailed t test was used to compare the attitude data. Results indicated a slightly higher number of PowerPoint students needed help from library staff. The non-PowerPoint students felt the presentation was more helpful in understanding the reference books. The non-PowerPoint groups felt the presenter was more enthusiastic. Grade comparisons were not statistically significant. Nine appendices contain: assignment descriptions; hands-on exercise; PowerPoint slides; cover letters; surveys; and six selected sources. Contains 13 references. (Author/DLS)

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ED 423 914

UTILIZATION OF POWER POINT PRESENTATION SOFTWARE IN LIBRARY INSTRUCTION OF SUBJECT SPECIFIC REFERENCE SOURCES

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

By

Sara Bushong

June 1998

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ABSTRACT

The identification and utilization of effective teaching methods is important for library class assignments focusing on specific reference tools. Often bibliographic instruction librarians try to impart as much information as possible about the library in fifty minutes, not always focusing on the specific class need. The purpose of this study was to determine if a Power Point presentation is the most effective medium to explain two complicated reference books, The Storyteller's Sourcebook and A Guide to Folktales in the English Language. A secondary purpose was to see if the students who saw the Power Point presentation received higher grades/scores for this assignment than those who received only a lecture explanation.

Results indicated a slightly higher number of Power Point students needed individual assistance from library staff than the non-Power Point groups. The students that did not have the Power Point instruction felt the presentation was more helpful in their understanding of the reference books than those who had the Power Point presentation. The non-Power Point groups felt the presentation was more essential to the completion of the assignment. The non-Power Point groups felt the presenter was more enthusiastic about the presentation than the Power Point groups. Grade comparisons did not result in statistically significant results.

Master's Research Paper by

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CHAPTER I. INTRODUCTION

The identification and utilization of effective teaching methods is important for library class assignments focusing on specific reference tools. Often bibliographic instruction librarians try to impart as much information as possible about the library in fifty minutes, not always focusing on the specific class need. Dusenbury and Pease suggest that librarians often complicate instruction by hiding the direct route to the information while showing users how to find their way.[1] Since twenty minutes is the average attention span of an adult and new material is often minimally retained, clear, concise instruction is essential.[2] The use of presentation technology, such as Power Point, provides an opportunity to simplify the instruction of complicated tools.

Visual presentation software packages can provide variety, color, clip art, text and photographs, for example, that appeal to most audiences. In addition, while presentation software is initially time consuming to prepare it can be very easy to change, update and manipulate. According to Strasser, library use for computerized presentations includes "computer and bibliographic instruction, planning processes or projects, staff training, presenting budgets or statistics, software training, or convincing donors to part with

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[1]Carolyn Dusenbury and Barbara G. Pease, "The Future of Instruction," Journal of Library Administration 20, nos. 3-4 (1995) : 110.

[2]Constance A. Mellon and Kathryn E. Pagles, "Bibliographic Instruction and Learning Theory," in *Bibliographic Instruction: The Second Generation*, ed. Constance A. Mellon (Littleton: Libraries Unlimited, 1987), 135.

funds."[3] Overhead transparencies and handouts, while comfortable, are rarely as visually appealing or interesting as the newer software technology. Strasser highlights two studies by Texas A & M's Sterling L. Evans Library. Show Partner F/X, an electronic presentation package, was used to instruct classes in the use of their online catalog. One advantage to using Show Partner F/X was that screens from the online catalog could be captured and used in the presentation along with color and enhanced graphics. Time-lag problems during real-time catalog instruction were eliminated. Through a survey, researchers found that those who viewed the Show Partner F/X presentation understood and were more successful searching online than those who did not. Additionally, students felt more confident and less fearful when using the online catalog.[4]

Subject and assignment specific library user education sessions (LUE) are important services offered to Bowling Green State University faculty and staff by the Curriculum Resource Center (CRC) in Jerome Library. One particular course assignment has persisted over five years and involves a great deal of one-on-one assistance from library staff. Therefore, the selection of an instructional methodology is an important consideration when encouraging independent research skills by users.

Students in Children's Literature - English 342 (ENG 342) are asked to locate a folktale and three or more versions of the tale. Each tale must come from a different country or dissimilar ethnic origins. Students must utilize two reference sources, The Storyteller's Sourcebook and A Guide to Folktales in the English Language, to locate

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[3]Dennis Strasser, "Tips for Good Electronic Presentations," ONLINE 20 (January/February 1996): 78.

[4] Ibid., 78.

variants. The sources are complicated and users often become frustrated and confused with the experience because a considerable amount of page turning and section jumping is necessary.

There are two faculty that require this kind of assignment, and their culminating projects vary. After locating the variant folktales, students write a response paper comparing and contrasting the versions; a creatively designed chart or poster is also developed. The assignment is described in appendix A. The other faculty member divides the class into small groups. The groups decide on a folktale, locate variants, and then present the stories to the class through a variety of storytelling techniques. The group then orally discusses the similarities and differences of their versions. A bibliography is also developed. The assignment is described in appendix B.

A number of folktale collections are kept on reserve to help students physically locate and retrieve some of the versions. In the past, locating the collections has been the most frustrating part of the assignment for students.

Over the years, the instructional method used for the assignment has changed and been refined. Originally, the sources were explained verbally and then students participated in a hands-on practice exercise answering mock questions using the reference books. This presented difficulties because there were only two copies of The Storyteller's Sourcebook and one of A Guide to Folktales in the English Language. With thirty-five students in each class, a number of logistical problems occurred, and student attention span varied. Next, masked and divided transparencies were utilized to attempt to section off the explanation in a logical manner. Additional copies of the reference books were purchased, which helped during the practice exercise. Most recently, a Power

Point demonstration was developed to utilize modern presentation technology to streamline and enhance the explanation of the reference books. Power Point is a presentation software package that creates slides and utilizes color, graphics, text and drawings. Handouts and speaker notes can also be generated. The hands-on exercise was discontinued because the students immediately began work on the assignment after the presentation. Students seem to be receptive to this presentation medium, probably because it utilizes a contemporary computerized display, is colorful, visually pleasing, lists specific steps, and is short.

Purpose of the Study

The purpose of this study is to determine if the Power Point presentation is the most effective medium to explain two complicated reference books, The Storyteller's Sourcebook and A Guide to Folktales in the English Language. In other words, can the students who view the Power Point presentation understand and use the reference books to complete the folktale assignment more effectively than those who received only an oral explanation. A secondary purpose is to see if the students who see the Power Point presentation receive higher grades/scores for this assignment than those who receive only a lecture explanation.

Definition of Terms

1. Version/Variant - A folktale that differs significantly from the original story.
2. ENG 342 - Children's Literature - A course offered at Bowling Green State University that focuses on reading and evaluating books for children from preschool through junior high. Content includes novels, folklore, informational literature, poetry and bibliographical sources.

Limitations of the Study

This study has a number of limitations. The study is not generalizable to all children's literature students since it is not a random sample and is limited to only BGSU ENG 342 students and the specific assignments. Some of the students may be familiar with the Power Point presentation software program and biased favorably or unfavorably toward its use. If students experiment with the reference books before the LUE session either on their own or with assistance from a librarian, some of the students may be biased toward or already understand the two books.

CHAPTER II. REVIEW OF THE LITERATURE

William Miller suggests, "If any branch of librarianship has a clear responsibility to teach, it certainly must be academic librarianship, in concert with the rest of the academic enterprise."[5] Over the past ten years academic librarians have been teaching more and more via one-on-one, small group and library sponsored credit classes. Historically, bibliographic instruction referred to a 50 minute limited topic instructional session that could be performed by a librarian with a good personality and limited amount of knowledge. Information literacy, on the other hand, has been explained by Miller as a "more detailed, extensive and technically oriented kind of teaching that requires more effort and organization."[6] The ALA Presidential Committee on Information defines information literacy as "the ability to find, evaluate, and use information effectively to solve a particular problem or make a decision."[7]

The terms information literacy and bibliographic instruction are often used interchangeably. The library community cannot agree on a term that encompasses library instruction activities. Bibliographic instruction, library instruction, or library skills are traditionally understood in academic circles but don't reflect current efforts to place the focus on the student learning process. According to Snavely and Cooper, "Disagreement

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[5]William Miller, "The Future of Bibliographic Instruction and Information Literacy for the Academic Librarian," in *The Evolving Educational Mission of the Library*, ed. Betsy Baker and Mary Ellen Litzinger, (Chicago: Association of College and Research Libraries, 1992), 142.

[6]Ibid., 153.

[7]American Library Associatio, *Presidential Committee on Information Literacy* (Chicago: American Library Association, 1989), 6.

over the term information literacy is fairly strong and seems to be widespread."[8] A number of new terms have been suggested through their conversations with faculty, staff and students at Pennsylvania State and Lycoming College. Information Inquiry, IRAC (Information-Research-across-the-Curriculum) and Research Mapping are examples of suggested terms instead of information literacy. However, Snavely and Cooper note that information literacy is used heavily in the library literature and is gaining acceptance as a term that encompasses a broad-based approach to instructional activities in libraries.[9]

Carolyn Dusenbury contends that, "The role of bibliographic instruction is not only to provide students with the specific skills needed to complete assignments, but to prepare individuals to make effective life-long use of information, information sources, and information systems."[10] The move from tool-based instruction toward concept-based instruction is the current trend followed by many LUE librarians. Today's learner must analyze a vast array of information sources and formats and to make informed choices that affect all aspects of their lives. Warmkessel and McCade suggest that the trend toward process-oriented learning then is a cry for balance between "content and process."[11] The basic premise of concept-based or process-oriented learning asserts that users who have embraced information retrieval concepts can effectively leap to practical application of reference tools regardless of format. Unfortunately, when a librarian

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[8]Loanne Snavely and Natasha Cooper, "The Information Literacy Debate," The Journal of Academic Librarianship 23 (January 1997): 10.

[9]Ibid., 10-12.

[10]Carolyn Dusenbury, ed., *Read This First: An Owner's Guide to the New Model Statement of Objectives for Academic Bibliographic Instruction* (Chicago: American Library Association, 1991), 5.

instructs a class, students often do not possess comparable levels of critical thinking skills. Thus, Carolyn Dusenbury proposes the librarian is faced with the challenge of presenting a session that will bring students to a similar level of understanding so they can successfully navigate the information resources needed to complete an assignment.[12]

Many academic librarians do not have the advantage of offering campus-wide information literacy classes to all students, although this type of library user education is becoming more prevalent. When a faculty member requests an LUE session utilizing specific reference sources, tool-based information is essential for student success. Print and non-print materials typically include indexes and/or table of contents. The librarian who can make the connection with students that most research tools have an index and table of contents, although the vocabulary may vary, is one step closer to establishing a common frame of reference from which critical thinking skills may be developed.

Many recent articles have been written about the history of bibliographic instruction and the heightened focus on information literacy. Electronic research studies often focus on teaching online catalog use through electronic means. Sometimes this instruction is in a lecture/demonstration setting and other times in library computer labs with hands-on experience available to the audience. At this time specific research seems to be unavailable concerning the assessment of student attitudes toward presentation methods used during LUE sessions. There also does not seem to be recent research reported in the literature advocating the use of a variety of teaching methods

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[11]Marjorie M. Warmkessel and Joseph M. McCade, "Integrating Information Literacy into the Curriculum," Research Strategies 15 (Spring 1997): 80-81.

[12]Carolyn Dusenbury, ed., *Read This First.* 1

demonstrating the instructor's sensitivity toward student learning styles. This study is a beginning in that regard. Other researchers should replicate and expand this study to further investigate student attitudes toward instructional presentation techniques utilizing presentation software such as Power Point.

Learning style preferences are important considerations when selecting teaching methods. Many students can learn successfully from a variety of styles while still preferring their most successful personal learning style. Randall Hensley advocates choosing an instructional method encompassing a number of styles; but librarians must realize that changes may need to occur during a session. Some factors to consider are the method by which students receive information best: visual, oral, tactile or on their own; personality characteristics; audience diversity; and the librarian's ability to effectively use specific instruction methods.[13]

Christine Johnson offers, "The process of learning is a highly personal process whereby individuals use their informed, engaged, and reflective effort to develop their abilities to know, do and feel."[14] Typically, the student must adapt to the teacher's style and the learner's individual learning process is not a concern. The traditional model of the learning process has often been measured through normed tests and is based on the instructor providing students with information and the student spitting the same information back to the evaluator. In other words, skills are taught and skills are repeated

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[13] Randall Hensley, "Teaching Methods," in *Sourcebook for Bibliographic Instruction*, ed. Katherine Branch (Chicago: Association of College and Research Libraries, 1993), 29-44.

[14]Christine A. Johnston, *Unlocking the Will to Learn* (Thousand Oaks: Corwin Press, Inc., 1996), 10.

back. In this assembly-line type of teaching the learning process is reduced to a "cause-effect" model and the individualized nature of the learning process is not recognized.[15]

Tripartite theory, or the interconnection of the brain, discussed in psychology, neuropsychology and by some learning theorists has become of interest to cognitive psychologists. Feelings, thoughts and behaviors are major considerations in tripartite theory and important factors when discussing the learning process. Christine Johnson in Unlocking the Will to Learn has developed the Interactive Learning Model, which interconnects the brain trilogy as cognition, conation and affectation. Cognition includes intelligences, abstraction, and experiences; conation emphasizes natural skills, pace and autonomy; affectation covers the areas of feelings, values and a sense of self.[16] In Ms. Johnson's model cognition, conation and affectation unite in a Venn diagram that shows their interconnectiveness. Unfortunately, most educational settings put primary emphasis on the cognition section rather than the interrelationship of the three.

Figure 1 demonstrates the interrelationship of the three parts of the mind. When a learner accesses the three areas during their individual learning process the center of the model connotes the student's intrinsic motivation, or will to learn.[17]

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[15]Ibid., 16.

[16]Ibid., 22.

[17]Ibid., 23.

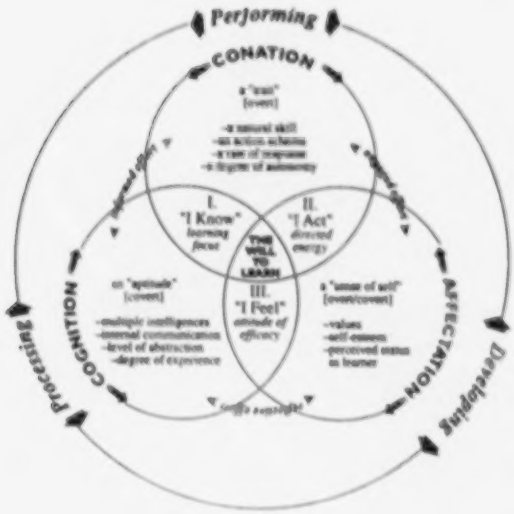

Figure 1. The Interactive Learning Model. Johnston, Christine, *Unlocking the Will to Learn.* p. 26, 1996. Reprinted by Permission of Corwin Press, Inc.

The learning processes used by students form essential behavioral patterns that combine to support the Interactive Learning Model. Christine Johnson's research indicates that students use a combination of four learning processes. The Sequential Processor wants explanations to be clear and methodical so that the end result meets the teacher's expectations. Precise Processors gather information in a detailed manner and the results are assignments with specific answers. The Technical Processors prefer to figure out how to complete an assignment on their own. Real-life hands-on experiences are valued. The Confluent Processor is a free spirit, preferring creative approaches to learning. For example, this person may start a project, fail, start again and then improvise.[18]

[18]Ibid., 38, 51-53.

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Ms. Johnson developed the Learning Combination Inventory as "a natural way to begin the process of unlocking the student's will to learn."[19] The inventory consists of twenty eight statements the student responds to using a 5-point Likert scale. The second part is three open-ended short answer questions related to Part I. The inventory is available for two age levels, elementary students or high school through college. The inventory provides learners with an opportunity to "express their thoughts on what frustrates them about assignments, how they prefer to show what they know, and how they would have students learn if they were teachers."[20]

Students more strongly agreed that audiovisual materials helped them to understand class material than those using only text-based sources in a library course offered through Duane G. Meyer Library, at Southwest Missouri State University. Mackey's study was done to determine the effectiveness of the use of a Hyper Card-based interactive library instruction program. Scores analyzed by Mackey indicated that both the computer text and the paper text were effective in skills obtained, however.[21] This study supports the assumption that it is important to evaluate whether a new method of instruction is better than a traditional lecture format.

Many libraries are participating in assessment activities. University of Northern Colorado's James A. Michener Library recently surveyed users to gather data on how "knowledgeably and effectively students use the library and with what levels of

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[19]Ibid., 68.

[20]Ibid., 69-70.

[21]Neosha A. Mackey, "Teaching with HyperCard in Place of a Textbook," Computers in Libraries 12 (October 1992): 24-25.

confidence."[22] It is interesting to note when asked what primarily influenced user's library skills acquisition, 28% of respondents felt that their peers were of primary importance, 32% credited librarians and 26% felt they were self-taught.[23] This seems to support the need for effectively designed library instruction since users rely heavily on their peers for assistance.

Historically, library instruction has positively influenced grade point averages in students. A study of long-term effectiveness of library instruction by Selegean, Thomas and Richman provides statistically significant evidence that students who participated in a library instruction course had higher grade point averages upon graduation than students who were not involved.[24] This study should support this but go further by suggesting presentation graphics software packages used in LUE sessions could result in higher grades than when oral lecture instruction is used exclusively.

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[22] Arlene Greer. "Assessment of Learning Outcomes: A Measure of Progress in Library Literacy," College & Research Libraries 52 (November 1991): 555.

[23]Ibid., 555.

[24]John Cornell Selegean, Martha Lou Thomas and Marie Louise Richman, "Long-Range Effectiveness of Library Use Instruction," College and Research Libraries 44 (1983) : 479.

CHAPTER III. METHODOLOGY

Each semester children's literature students complete an assignment locating three or more versions of a folktale. One hundred and twenty two students from four ENG 342 children's literature courses comprised the purposive sample for this study. The students were primarily elementary education and early childhood majors, sophomore/juniors, and had very little, if any, experience researching variants using complex print reference sources.

The survey was pre-tested in four comparable classes offered during the BGSU 1997 spring semester, and the study was conducted during the BGSU 1997 fall semester. The pre-test indicated students were able to complete the survey quickly and did not need clarification of questions. A hands-on exercise was not included during the pre-test presentation, but the presenter felt it should be added to bring closure to the presentation. The exercise would also allow the students the opportunity to practice the steps in using the reference books before beginning the assignment. Pertinent segments of each reference book were copied to model the larger volumes. Students were divided into groups of two or three and asked to use either the full volume or copied segments to answer questions designed to replicate the part of their assignment that asked them to identify folktale variants. The hands-on exercise is described in appendix C. A question was added to the survey to find out if the students felt the hands-on exercise was helpful to their understanding of the reference books.

To randomize the treatment of the subjects the four class time periods were written on slips of paper and placed in a box; the researcher asked a CRC staff member to

draw two of the papers from the box. The two class periods drawn received Power Point presentations.

Each class attended an LUE session specifically focused on the reference sources they needed to use to complete the assignment. All classes received oral instructions on how to use the sources. In addition, two classes received instruction through the use of a Power Point presentation highlighting the major segments of the books. The Power Point slides are included in appendix D. Students received specific directions from their instructor to complete their folktale assignment due approximately two weeks after the library session. Immediately following the presentation students began work on the assignment. The librarian was available at that time to answer additional questions, and students were encouraged to return to the library and seek assistance from the staff at the CRC reference desk as needed.

After the assignment was graded, students completed a survey during a regular class period. Appendix E is the cover letter/survey completed by students not receiving the Power Point presentation. Appendix F includes the cover letter/survey completed by students that received the Power Point presentation. The survey collected simple demographic information and assessed student attitudes toward the LUE session. Data was analyzed using a one tailed t test to compare whether or not the response means indicated that the Power Point explanation was more effective than exclusively oral instructions to explain The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

The first section of the survey asked for demographic information about the respondent's age, major, year in school and score/grade for the assignment. In addition,

the students were asked if they attended the library session, if assistance was needed from a library staff member to complete the assignment, and how they learn best. Section II is an attitude survey using a Likert scale. Respondents were asked to indicate their degree of agreement with the statements about the library presentation they attended.

An expected result from the study was that those who received only the oral instructions would need more assistance from library staff than those who received both verbal and visual explanations. Another anticipated study response was that the students who saw the Power Point presentation would have a more positive attitude about the presentation than those who only received the verbal presentation. Furthermore, it was anticipated that students in the Power Point group's grades would be higher than the other group because the instruction session included more variety in methodology and potentially would appeal to students with a variety of personal learning styles.

Demographic data from Section I was analyzed by simple frequency counts and cumulative frequency percentages. Data from Section II was also collected through simple frequency counts, cumulative frequency percentages and compared using a one tailed t test. Distribution tables were developed to compare statistically significant attitude questions from Section II.

CHAPTER IV. ANALYSIS OF DATA

The demographic profile of the students enrolled mirrored what was expected in Chapter III. Traditional undergraduates between the ages of 18-22 made up 91.7% of the profile, 7.4% were 23-27 years old, and one student was over 27. Most students were elementary education majors (55.6%), followed by special education (22.2%) and, finally, early childhood or early childhood/elementary education (5.2%). Of the students enrolled 17.1% were in majors not related to education and not specified on the survey. ENG 342 is open to all majors and there are typically students enrolled who need English credits to graduate. As expected, most students were sophomores (23.8%) or juniors (57.4%); 17.2% were seniors. A high percentage of the students attended the presentation (96.7%), and, therefore, experienced the same whole class instruction. The results support the introductory comment that a great deal of one-on-one assistance is needed from library staff to locate folktale variants. Individual assistance was needed by 67.2% of the students. Most needed to spend more than one time at the library to locate folktale variants. Respondents using the library one to three times totaled 73%, and 22.1% needed to used the library three to five times.

Learning style research suggests that students learn best when a variety of techniques are facilitated. Table 1 indicates that 79.5% of the ENG 342 students responded that they learn best through a combination of visual and oral explanations--13.1% by visual experience only, 5.7% by oral explanations only and 1.6 % through other methods not specified.

Table 1. Students Preferred Learning Styles

	Frequency	Percent
Visual Explanations	16	13.1
Oral Explanations (Lectures)	7	5.7
Visual and Oral	97	79.5
Other	2	1.6

There was a slightly higher number of Power Point students that needed individual assistance from library staff than students from the non-Power Point groups.

Table 2. Individual Assistance

	Yes	No	Total
Non Power Point			
Frequency	39	21	60
Row Percent.	65.00	35.00	
Power Point			
Frequency	43	19	62
Row Percent	69.35	30.65	
Total			
Frequency	82	40	122
Percent	67.21	32.79	100.00

Eleven questions were statistically analyzed using a one tailed t test from Section II between the non-Power Point and Power Point groups. The questions compared were:

Q9. The presentation was helpful to my understanding of The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

Q10. The presentation was essential to my completion of the folktale assignment.

Q11. The presentation was an effective way to explain The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

Q14. The hands-on exercise was helpful to my understanding of The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

Q15. The presenter seemed enthusiastic about the presentation.

Q16. The presenter's enthusiasm influenced by perception of the material.

Q17. The print materials given out were useful.

Q18. The handouts helped to illustrate the lecture material.

Q19. The bibliography handout was useful for completing the folktale project.

Q20. The bibliography was confusing when completing the folktale project.

Q21. The overall quality of the presentation was.

Of the eleven questions analyzed Q9, Q10 and Q15 were found to be statistically significant. The remaining questions did not result in any statistically significant data. This indicates that the degree of agreement/disagreement was consistent between the non-Power Point and Power Point groups, although the assignments required by the two professors were different in direction and complexity. Each of the instructor's two classes had one non-Power Point presentation and one Power Point presentation. The degree of difficulty in completing requirements per instructor did not impact the statistics however, because during randomization the class times drawn were equally divided between non-Power Point and Power Point presentations. Table 3 illustrates the mean scores for the questions analyzed.

Table 3. Mean Comparison / Non-Power Point and Power Point Groups

	Non-Power Point Mean (N=58)		Power Point Mean (N=60) (*N=62)		
	Mean	SD	Mean	SD	p value
Q9	1.793	±.669	2.161	±.632 *	.0024
Q10	2.034	±1.042	2.758	±.986 *	.0002
Q11	1.931	±.671	2.032	±.571 *	.3775
Q14	1.706	±.725	1.883	±.691	.1788
Q15	1.706	±.621	1.983	±.747	.0308
Q16	2.55	±.820	2.650	±.732	.4934
Q17	2.103	±.765	2.05	±.080	.6786
Q18	2.051	±.735	2.11	±.666	.6159
Q19	2.327	±.710	2.40	±.763	.5951
Q20	3.344	±.869	3.48	±.812	.3731
Q21	2.224	±.773	2.183	±.724	.7679

The students that did not have the Power Point presentation felt the instruction they received was more helpful in their understanding of the reference books (Q 9) than those who had the Power Point presentation. There was a significant difference between the non-Power Point and Power Point groups for Q9 ($t = 3.0993$, $p = 0.0024$). The opposite was expected to be true. Similarly, the non Power Point groups felt the presentation was more essential (Q 10) to the completion of the assignment than the Power Point group ($t = 3.9067$, $p = 0.0002$). Finally, the non-Power Point groups felt the presenter was more enthusiastic (Q15) about the presentation than the Power Point groups ($t = 2.1870$, $p = 0.0308$). This may have been because the CRC staff member presenter may have been uncomfortable using the presentation software and computer equipment. Presentations were given at different times and on different days so those variables were not consistent, and the presenter's style and enthusiasm probably varied.

A secondary purpose for this study was to see if the students who see the Power Point presentation earned higher grades/scores for this assignment than those who received

only a lecture explanation. Table 4 indicates that this comparison was not statistically significant (Table 4 t = 1.9414, p = 0.599) (Table 5 t = 1.5202, 0.1354).

Table 4. Comparison of Grades Received by Presentation Type

Grade	Presentation Types						
	Non-Power Point			Power Point			
	N	Mean	SD	N	Mean	SD	p value
1	31	11.903	±1.075	33	10.484	±4.047	.0599
2	28	2.785	±.629	27	3.000	±.392	.1354

V. SUMMARY AND CONCLUSIONS

The purpose of this study was to determine if a Power Point presentation is the most effective medium to explain two complicated reference books, The Storyteller's Sourcebook and A Guide to Folktales in the English Language. In other words, did the students who viewed the Power Point presentation understand and use the reference books to complete the folktale assignment more effectively than those who received only an oral explanation. A secondary purpose was to see if the students who saw the Power Point presentation received higher grades/scores for this assignment than those who received only a lecture explanation.

Expected results described in the methodology section included:

1. Those who received only the oral instructions would need more assistance from library staff than those who received both oral and visual explanations.
2. Students who saw the Power Point Presentation would have a more positive attitude about the presentation than those who only received the oral presentation.
3. Students in the Power Point group's grades would be higher than those of the other group because the instruction session included more variety in methodology and potentially would appeal to students with a variety of personal learning styles.

Actual results indicated:

1. There was a slightly higher number of Power Point students that needed individual assistance from library staff than the non-Power Point groups.
2. The students that did not have the Power Point instruction felt the presentation was more helpful in their understanding of the reference books than those who had the Power Point presentation.
3. The non-Power Point groups felt the presentation was more essential to the completion of the assignment than the Power Point groups.
4. The non-Power Point groups felt the presenter was more enthusiastic about the presentation than the Power Point groups.

5. Students in the Power Point groups did not earn significantly higher grades than students in the non-Power Point groups.

There was a number of conditions that may have influenced the results. The presenter may have been more comfortable with the traditional lecture format than the Power Point presentation software. Faculty assignments differed greatly and the students received their grades at different times during the semester. The two instructor's grading criteria were not synonymous.

The two presentation formats, non-Power Point and Power Point, included a variety of learning opportunities within each lesson plan. The non-Power Point presentations included an oral explanation, hands-on exercise and time to work with the librarian individually. The Power Point presentation included the same elements but added a visual demonstration via Power Point. Further research should be conducted to replicate and expand this study to further investigate student attitudes toward instructional techniques utilizing presentation software such as Power Point.

Therefore, in this instance the presentation software should be considered as an enhancement of the instructional process, not the determining factor for student success. This study then supports Randall Hensley's comments in chapter 3 of the Sourcebook for Bibliographic Instruction,"The best advice is to select a teaching method that includes a variety of approaches and the ability to modify them during instruction."[25]

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[25]Randall Hensley, "Teaching Methods," in *Sourcebook for Bibliographic Instruction*, ed. Katherine Branch (Chicago: Association of College and Research Libraries, 1993), 29-44.

APPENDIX A

Folktale Variant Project - Assignment 1

I. Chart (50%)

Make a chart of findings.

Columns should contain notes of description on subject of the specific column, notes revealing likenesses (can use word same to avoid needless repetition) and significant differences. Column headings should include: Genre, Character, Plot, Setting, Theme, Style, Tone, Point of View.

Note: The column on illustration is optional. If you choose not to comment on the success/purpose of illustrations, then you should eliminate this column from your chart.

II. Response Paper (50%)

What is the main assurance a child might receive from the tale or what is the theme of the tale? Consider what differences within a tale do to the theme (strengthen it/weaken it/emphasize a certain part of the theme). And consider what the differences and possible theme variances say about the different cultures from which these tales have come.

Suggested organization:

Paragraph 1: should contain your thesis/answer to response question and another sentence or two establishing organization.

2,3,4: could be separate paragraphs on each tale, but repetition would be vast.

More workable:

2 or 2-3: explain with closest tale how theme exists and what theme seems to say about possible shared values of the cultures (peoples from whom tale came/what they valued, etc.)

3 or 3-4: explain theme in these differing tales or tale; explain how changes possibly strengthen or weaken theme; what cultural values are reflected.

APPENDIX B

Folktale Variant Project - Assignment 2

This assignment is designed to be completed in small groups.

1. Select a folktale which has several variants from different countries or cultures. (at least 5-7)

2. Each member of the group should be familiar with all the variants.

3. Each member of the group should select one version of the tale to tell the class. You may use props (puppets, flannel boards, etc.) if you choose.

4. On the day of your presentation, each member of the group will tell his/her tale. In addition, the group members will share the conclusions drawn about the likenesses/differences among the various tales.

5. This is primarily an oral presentation. Each group will turn in a bibliography.

Each student will receive two grades for this assignment. One grade will be based on the oral presentation. The second grade will be based on the group analysis of the variants.

APPENDIX C

Hands-on Exercise

A GUIDE TO FOLKTALES IN THE ENGLISH LANGUAGE

Using the index, locate the titles Cinderella. The number after the title is the entry number in the main body of the book.

Find the author and title of a collection containing an American version of Cinderella called Ashpet.

Does the CRC have the book?

What is the call number? Hint: Check the bibliography section.

STORYTELLER'S SOURCEBOOK

Find the tale title Cinderella.

What is the motif number?

Go to the motif number to locate descriptions of variants.

Is there a variant called "Little Scar Face"?

Does the CRC have this title? Hint: use Haviland North.

What is the call number of the book? Hint: Check the bibliography section.

STORYTELLER'S SOURCEBOOK

Title Index
Cinderella (R221A)

- Baker - TALKING 25-32
- Galdone - CINDERELLA pb
- Holme - TALES 90-98

Motif Index

- R221: Heroine's flight from the ball.

A* Cinderella.

- Stepmother requires girl to clean for two daughters. Godmother creates pumpkin. Attends ball. Loses slipper.
- *France*: Gruenberg FAVORITE - 281-286

Ba* Ashenputtel.

- Father to bring daughters gifts. Twig grows into tree with nesting doves. Attends ball. Loses slipper.
- *Germany*: Gag TALES - 101-120

Bc* The Enchanted Cow.

- Mother is turned into cow. Attends church three times. Loses shoe.
- *Serbia*: Spicer LONG - 47-69

STORYTELLER'S SOURCEBOOK

- **5 Steps to Success**
- TITLE INDEX - find motif index #
- MOTIF INDEX - write down country, author, title, page number
- BIBLIOGRAPHY - record call number
- Check the shelf or BG LINK for availability
- Copy the story, or check out the book

A GUIDE TO FOLKTALES IN THE ENGLISH LANGUAGE

Index

- Cinderella, 510A
  - go to tales types

Tale type section

- 510A Cinderella - Stepmother and two stepsisters forced her to do hardest work and sleep on cinders...
  - Cinderella. Massignon, Folktales of France, no 43
  - Ashpet. Chase, Grandfather Tales, no. 12
  - Rosina in the Oven. Calvino, Italian Folktales, no. 64
  - go to Folktale Collections

A Guide to Folktales...

- Start in the index - locate tale type #
- Tale type - write down tale title, author, title, page number
- Folktale Collections - go to this section, record call number
- Check the shelf or BG LINK for availability
- Photocopy the story, or check out the book

September 29, 1997

TO: ENG 342 - Children's Literature Students

RE: Library Instruction of Subject Specific Reference Sources

I am a graduate student in the School of Library and Information Science at Kent State University. As part of the requirements for my master's degree I am conducting a study about library instruction. This questionnaire will help me to determine whether or not you felt the instruction you received on locating folktale variants was useful to you when completing the folktale assignment for this class. This information would be useful to both theorists and practitioners in the field of library and information science.

Confidentiality and anonymity are guaranteed as you do not need to sign your name to individual questionnaires; only the investigator has access to the survey data. There is no penalty of any kind if you should choose not to participate in this study or if you would withdraw from participation at any time. While your cooperation is essential to the success of this study, it is, of course, voluntary. A copy of the results of the study will be available upon request.

If you have any further questions, please contact me at (419) 354-2188 or Dr. Lois Buttlar, my research advisor, at (330) 672-2782. If you have any further questions regarding research at Kent State University you may contact M. Thomas Jones at (330) 672-2851.

Thank you very much for your cooperation. You may return the questionnaire to your instructor in class today.

Sincerely,

Sara Bushong
Graduate Student

FOLKTALE VARIANT PROJECT

ENG 342 - Children's Literature - 1:00 p.m. Date_____

Section I.

Please complete the information below by marking a check in the appropriate box. All responses will be confidential.

1. Age ☐ 18-22 ☐ 23-27 ☐ over 27

2. Major
   - ☐ Elementary Education
   - ☐ Early Childhood
   - ☐ Special Education
   - ☐ Elementary Education/Early Childhood
   - ☐ Secondary Education
   - ☐ Other _____

3. Year
   - ☐ Freshmen
   - ☐ Sophomore
   - ☐ Junior
   - ☐ Senior
   - ☐ Graduate Student

4. Score/Grade on assignment _____

5. I attended the presentation on the folktale assignment ☐ Yes ☐ No

6. I used the library for the assignment

   ☐ 1-3 times ☐ 3-5 times ☐ More than 5 times

7. I needed individual assistance to locate versions from a library staff member.

   ☐ Yes ☐ No

8. Do you learn best in class by:

   - ☐ visual explanations
   - ☐ oral explanations (lecture)
   - ☐ visual and oral explanations
   - ☐ other _____

Section II.

Use the scale below each question to indicate your degree of agreement with the statements about the library presentation you attended. Mark your answers with a check in the boxes provided.

9. The presentation was helpful to my understanding of The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

10. The presentation was essential to my completion of the folktale assignment.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

11. The lecture presentation was an effective way to explain The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

12. The lecture presentation was clear and easy to understand.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

13. The oral explanation was the best way to present the two reference books.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

14. The hands-on exercise was helpful to my understanding of The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

15. The presenter seemed enthusiastic about the presentation.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

16. The presenter's enthusiasm influenced my perception of the material.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

17. The print materials given out were useful.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

18. The handouts helped to illustrate the lecture material.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

19. The bibliography handout was useful for completing the folktale project.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

20. The bibliography was confusing when completing the folktale project.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

21. The overall quality of the presentation was:

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

September 29, 1997

TO: ENG 342 - Children's Literature Students

RE: Utilization of Power Point Software in Library Instruction of Subject Specific Reference Sources

I am a graduate student in the School of Library and Information Science at Kent State University. As part of the requirements for my master's degree I am conducting a study about the use of Power Point software in library instruction. This questionnaire will help me to determine whether or not you felt the instruction you received on locating folktale variants was useful to you when completing the folktale assignment for this class. This information would be useful to both theorists and practitioners in the field of library and information science.

Confidentiality and anonymity are guaranteed as you do not need to sign your name to individual questionnaires; only the investigator has access to the survey data. There is no penalty of any kind if you should choose not to participate in this study or if you would withdraw from participation at any time. While your cooperation is essential to the success of this study, it is, of course, voluntary. A copy of the results of the study will be available upon request.

If you have any further questions, please contact me at (419) 354-2188 or Dr. Lois Buttlar, my research advisor, at (330) 672-2782. If you have any further questions regarding research at Kent State University you may contact M. Thomas Jones at (330) 672-2851.

Thank you very much for your cooperation. You may return the questionnaire to your instructor in class today.

Sincerely,

Sara Bushong
Graduate Student

FOLKTALE VARIANT PROJECT

ENG 342 - Children's Literature - 11:30 a.m. Date_____

Section I.

Please complete the information below by marking a check in the aPower Point presentationropriate box. All responses will be confidential.

1. Age ☐ 18-22 ☐ 23-27 ☐ over 27

2. Major
   - ☐ Elementary Education
   - ☐ Early Childhood
   - ☐ Special Education
   - ☐ Elementary Education/Early Childhood
   - ☐ Secondary Education
   - ☐ Other _____

3. Year
   - ☐ Freshmen
   - ☐ Sophomore
   - ☐ Junior
   - ☐ Senior
   - ☐ Graduate Student

4. Score/Grade on assignment _____

5. I attended the presentation on the folktale assignment ☐ Yes ☐ No

6. I used the library for the assignment

   ☐ 1-3 times ☐ 3-5 times ☐ More than 5 times

7. I needed individual assistance to locate versions from a library staff member.

   ☐ Yes ☐ No

8. Do you learn best in class by:

   - ☐ visual explanations
   - ☐ oral explanations (lecture)
   - ☐ visual and oral explanations
   - ☐ other _____

Section II.

Use the scale below each question to indicate your degree of agreement with the statements about the library presentation you attended. Mark your answers with a check in the boxes provided.

9. The Power Point presentation was helpful to my understanding of The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

10. The Power Point presentation was essential to my completion of the folktale assignment.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

11. The Power Point presentation was effective in explaining The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

12. The Power Point presentation was used effectively.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

13. The Power Point presentation was clear and easy to read.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

14. The Power Point presentation reinforced the lecture materials.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

15. The Power Point presentation was a good choice to visually illustrate the sources.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

16. The hands-on exercise was helpful to my understanding of The Storyteller's Sourcebook and A Guide to Folktales in the English Language.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

17. The presenter seemed enthusiastic about using the Power Point presentation program.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

18. The presenter's enthusiasm influenced my perception of the material.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

19. The print materials given out were useful.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

20. The handouts helped to illustrate the lecture material.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

21. The bibliography handout was useful for completing the folktale project.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

22. The bibliography was confusing when completing the folktale project.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree

23. The overall quality of the instructional materials used was:

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

APPENDIX G

CHILDREN'S LITERATURE SELECTED SOURCES

Folk Literature

FOLKTALE VARIANT/DERIVATION SOURCES

CURR REF 398.2 M13s — McDonald, Margaret Read. The Storyteller's Sourcebook: A Subject, Title, and Motif Index to Folklore Collections for Children. Neal-Schuman, 1982.

A guide to children's collections of folktale variants and their descriptions, 556 folktale collections and 389 picture books that appeared in Children's Catalog, 1961 through 1981 are included. These are indexed in the Motif Index, the Tale Title Index, the Subject Index, and in the Ethnic and Geographic Index.

CURR REF 398.2 A82g — Ashliman, D.L. A Guide to Folktales in the English Language: Based on the Aarne-Thompson Classification System. Greenwood Press, 1987.

A guide to reliable texts of folktales and their variants. Folktales are listed under Animal Tales, Magic Tales, Religious Tales, Romantic Tales, Anecdotes, and Formula Tales.

JUV 398.2 W927 — Clarkson, A. and G.B. Cross. World Folktales: A Scribner Resource Collection. Charles Scribner's Sons, 1980.

A representative assortment of world folklore with background information on each tale: history and migration, major themes and motifs, and comparison with similar variants.

JUV 398.2 M35t — MacDonald, Margaret Read. Twenty Tellable Tales: Audience Participation Folktales for the Beginning Storyteller. Wilson, 1986.

Twenty folktales designed for easy learning and notes suggesting effective storytelling techniques. Origins of each tale and comparative notes aid in the location of variants.

JUV — Oryx Multicultural Folktale Series. Oryx Press, 1992-93.

Includes versions of folktales, commentary on each tale, activities, bibliographies, and additional sources. The library has the following titles in this series:

Beauties and Beasts. JUV3982.H436b
Cinderella. JUV398.2S57c
A Knock at the Door. JUV398.2K722
Tom Thumb. JUV 398.2T655

CURR REF 398.2 Z66f — Ziegler, Elsie B. Folklore: An Annotated Bibliography and Index to Single Editions. Faxon Co., 1975.

Arranged alphabetically by title of the story with cross-references to other versions, this guide also contains a subject index (moon, stars, royalty, etc.) motif index (magic objects, trickery), country index, type of folklore index (epic, fables, myths), and illustrator index.

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